

Chapter II

Review of Related Literature

The review of the research literature pertaining to the problem of study becomes essential for the researcher in order to have a complete and thorough information of the work done in the country and abroad. The area of teacher's motivation is relatively an important field of study in our country as studies in this area has repeatedly been emphasised in the survey of Research in Education.

The available researches appear to have been focused on teacher attitude, attributes, job satisfaction teacher effectiveness and factors associated with the choices for teacher profession. Studies having direct bearing upon the present work are conspicuous by their absence. However, some of the significant studies, which have direct or indirect bearing upon the project in hand have been presented under two heads.

- (a) Studies conducted in India
- (b) Studies conducted abroad.

Studies conducted in India

Dasgupta (1965) conducted an "analytical survey of the Emotional Difficulties of Teachers in the Secondary Schools of Meerut District" and found lack of vision for a goal setting and proper motivation for the teachers towards teaching profession, financial difficulties of the teachers, insecurity of job in privately managed schools etc., as the causes of frustration among teachers. Pupils' moral degradation, lack of interest in work, poor examination marks and slow progress that caused strain.

Sharma (1968) conducted a comparative study of organizational climate of Government and Private Secondary Schools of Churu district in Rajasthan.

No significant differences were found in terms of climate. He found that organizational climate was significantly related to the student achievement.

Aaron (1969) studied teachers' motivation by analysis of autobiographical sketches. He found that there was no difference in rural and urban teachers as regards motivation, attitudes toward modernisation and values.

Saxena (1969) found that personality factors A and Q₂ as measured by 16-PF questionnaire correlated highly and significantly with teacher success.

Singh (1970) has shown that the factors measured by 16 -PF questionnaire are significant predictors of performance of the teachers as measured by their performance in theory papers of B.Ed examination.

Pestongee, Akhtar, Dwivedi (1971) made an empirical appraisal of Herzberg's theory of job motivation in Indian context and the result partly substantiated Herberg's view.

Dixit (1971) has observed that employees motivation could be better understood if viewed in the interaction context, i.e., the motivation of the individual being determined by this personal needs interacting with the demanding situational forces of the organization, such as informal groups, organizational climate and the immediate supervisor's style.

Mehta (1972) showed that high low teachers on teaching ability are significantly different on six personality factors. The high teachers are more conscientious, venture some, tenderminded and experimenting whereas the low teachers are more out going and imaginative.

Kaul (1972) selected popular and unpopular high and higher secondary school teachers on the basis of their "students" likings. The popular teachers

were found to be more intelligent, emotionally stable, sober, conscientious, shrewd and relaxed. They had favourable attitude towards teaching and were more effective in their work.

Pareek (1974) after reviewing several conceptual models on work motivation, presented a three level work motivation model. According to their model work-motivation can be conceived at the individual level in terms of his needs, in decision to work in an organization, his personality etc. It can be conceived at the international level in terms of his role in the organization, his work motivation and his commitment to work in the organization. At the third level, it may be viewed as the final outcome of his working in an organization and the satisfaction he derives from his work and his role in the organization.

Singh (1975) observed that female and unmarried teachers were more job satisfied than male and married teachers. Attitudes and values were significantly related with job satisfaction, while age had no influence on job satisfaction of teachers.

Arora (1976) studied characteristics differentiating effective and ineffective teachers. She found that for job-motivation, the stage of which the decision to join the profession was taken, the considerations which influenced the choice of profession, the decision to join the profession were the differentiating characteristics.

Bernard and Kulandaivel (1976) concluded that (i) the women teachers were more satisfied than the man teachers (ii) the teachers from municipal and government schools (iii) class obtained in the degree examination had nothing to do with the job satisfaction of teachers (iv) teachers coming from very high economic background rank last in the job satisfaction and (v) teachers with less number of dependent were most satisfied than the teachers with more number of dependents.

Chandra (1976) found that the emotive aspects of work for effective teachers are social service, chances of progress, prestige and intellectual challenge. They are least attracted by economic returns and surroundings whereas ineffective teachers are least worried about intellectual challenges and independence.

Mehta (1977) conducted a study to describe and evaluate institutional climate and teacher morale of the simple colleges of Gujarat University. He found that positive and significant interrelation existed among institutional climate, teacher morale and student control ideology of the teachers of affiliated colleges. The stratified sample consisted of 122 colleges.

Gupta (1977) found significant differences in the personality factors of successful and less successful teachers. He further showed that eleven out of sixteen personality factors viz., A,B,C,D,F,H,I,L,N₃,Q₄ were found significantly related to success in teaching.

Lavingia (1977) while studying the degree of job satisfaction among various categories of teachers, found that (i) primary teachers were more satisfied than secondary teachers (ii) female were more satisfied than the male teachers (iii) unmarried teachers were more satisfied than married teachers (iv) young teachers, in the age group of twenty to twenty-four years, were more satisfied in both the groups of primary and secondary teachers (v) academic qualifications did not seem to have any relationship with job satisfaction and (iv) job efficiency was positively related with job satisfaction.

Agarwal (1978) from his research on hospital personnel and a survey of other related research, has presented a satisfaction theory of work motivation. According to this Model, the social system in which one lives, status ascribed to one's role in the system, self and self-concepts developed through socialization processes, organizational structures and processes all interact to determine work motivation.

Bhattacharya (1978) observed that teachers who were highly satisfied in their job had little aggression, while teachers poorly satisfied in their job were persons with marked anger and aggression in their character.

Rao (1978) in his study of organization behaviour in Schools concluded that the job satisfaction of teachers in closed climate was low whereas it was high in open climate. Organizational climate had marked consequences on the achievement of the organization.

Reddy and Reddy (1978) in his study of job satisfaction of teachers working under different types of management, found that teachers employed under private managements were the most satisfied while those in government school were the least satisfied.

Shrivastava (1978) found that extraverted and introverted groups differed significantly in their job satisfaction. The group high on extraversion was more satisfied than the groups low on extraversion. Neuroticism was negatively associated with job satisfaction.

Tripathi (1978) tried to find out the relationship between Teacher Attitudes and Organisational Climate. The sample of the study Attitudes and Organizational Climate. The sample of the study constituted 840 teachers, ten each from all the eighty-four intermediate colleges in Varansi district. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls' and boy's colleges were not significant.

Aggarwal (1980) attempted to study the motivational factors in the choice of teaching as a profession and its relationship with some other variables and concluded that in other of priority five factors emerged as most important. Those were desire to continue educational, possibility of doing good to the country, fondness of teaching, security of job and parents wish fulfilment.

Mutha (1980) observed that effective teachers were better on job satisfaction as compared ineffective.

Singh (1980) attempted to study teachers' motivation to work in terms of assessment of teachers' level of work motivation. He developed a scale and a test for assessing the level of work motivation of teachers.

Gupta analyzing the relationship between job involvement and teacher effectiveness found that job involvement was positively and significantly related to teacher effectiveness.

Rao (1981) in second survey of psychology, attempted to enunciate some basic principles of a psychology of work in which work motivation and job attitudes were central. Studies reviewed showed that a large number of organizational, situational and individual factors determined job attitudes, motivation and job satisfaction. The behaviour manifestations of such states were also complex.

Gupta and Swaroop (1981) in their study concluded the personality factors of effective teachers differed significantly from one type of school organizational climate to another.

Chopra (1982) studied the overall job satisfaction of teachers working in schools having different organizational climates. Among the six climates, the open schools the highest overall teacher job satisfaction.

Shanthanmani (1982) studied job involvement and the degree of satisfaction with motivation and hygiene factors among a group of 65 scientists. It was observed that scientists who were motivated by motivators expressed high job involvement and overall job involvement and overall satisfaction. Motivators were found to be very important for these scientists.

Padaki (1983) compared the organizational climate and work motivation of 289 technicians from private mills and 162 from nationalised mills. The comparison revealed important differences on the dimensions of climate. The findings directly indicate the significance of differences in the structural aspects of organizations in the motivation of their work forces.

Sinha and Prasad (1985) studied motivational pattern of school and college teachers in Bihar and concluded that security and advancement were important motivational factors in schools and colleges teachers respectively. Pay as motivation was not found to be so important incentive except in case of teachers of affiliated college.

Narayan Rao (1986) examined the relationship of a number of variables with job satisfaction assuming that it should be dependent on work adjustment related to several variables in the occupation. The findings revealed that women teachers were more intrinsically motivated than men teachers however, there were no differences in their job involvement.

Gupta (1986) studied the personality factors of effective and ineffective teachers in different kinds of organizational climate. Effective and ineffective teachers differed significantly on personality factors A,B,C,E,F,G,I,M,Q₁,Q₂ and Q₃, of 16 PF. The schools different in their organizational climate and the personality factors differed from one type of climate to another.

Khurana (1986) in her study of self actualization among teachers concluded that the teachers who perceived less disengagement and less aloofness in the organizational climate dimensions tend to be more self actualizing. The teachers who perceived less hindrance seem to more time competent and those perceiving less intimacy appear to be less inner-directed.

Sharma (1986) while studying the relationship between 5U between four Personality factors (16 PF) and verbal behaviour components of teacher

reported introversion and extraversion playing a significant role in the shaping of the classroom verbal behaviour patterns. It was reported that extravert teachers encouraged student participation by way of accepting, classifying, praising, developing ideas, feeling and expression of pupils and using questions and dealing with content oriented part of the class discussion. Introvert teachers lacked in such behaviour patterns.

Dutta (1987) conducted a study of teachers' motivation to work and its impact on pupil likings and pupil achievement. The study concluded that most of the teachers were found to possess either average or high levels of work motivation. High and low work motivated teachers differed significantly in pupil likings and the former commanded more pupil likings than the latter. Pupil achievement did not appear to bear the impact of the high low levels of work motivation.

Bhagoliwal (1988) concluded that more effective teachers were having a better inner control and were better in their capacity to integrate impulse with value system, in their easy acceptance, socialized controlled behaviour and capacity to deal with their tension and conflicts and outer control.

Mittal (1988) studied teachers' motivation to work and its relationship with perceived dimensions of school organizational climate of senior secondary school teachers of Delhi. He found that sex of the teachers and location of school had no significant on teachers' motivation to work. Teachers, working in privately managed schools, were more work motivated than teachers working in government schools. Teachers who perceived less disengagement and alienation and more spirit and humized thrust in their organizational climate tend to be more work motivated.

Pandey (1990) studied relationship between dimensions of organizational climate and teacher morale, on a sample of 500 teachers from 34 secondary schools of Allahabad district. She found a close relationship to exist between

the teacher morale and the climate of schools. Healthy and open climate of schools enhances the morale of teachers and motivates them to do their best in their profession, which, in turn, increases the achievement level of students, and the prestige and status of the school in the society. Disgusting and closed climate affects the morale of teachers which hampers their teaching with the result that the whole teaching learning process gets adversely affected. Therefore, both the variables seem to be interdependent and if anything happens to one the other is also affected.

Sharma and Gaba (1990) studied organizational climate and job satisfaction of 753 teachers and principals of all the 32 higher secondary schools of Jalandhar district of Punjab. They found that teachers of government and private schools differ significantly with the variables of Disengagement, Esprit, Aloofness and Trust. The data indicate that the organizational climate is distinct for every institution and that one institution can be distinguished from the other in terms of culture.

Abraham Amit (1994) it attempts to study the nature of relationship between levels of job satisfaction, teacher effective and length of service tenure among college teachers. He found that teachers who had a high a medium level of job satisfaction were more effective teachers than those with low level job satisfaction.

Biswas, Pares Chandra and Dc, Tinku (1995) He studied that to prove effectiveness of secondary teachers in Tripura in relation to sex of teacher, and location (rural and urban) management (govt & private) types boys, girls and co-education) and organisational climate of school. He found that the female teacher were comparatively more effective. The teachers belonging to the open climate different significantly from those of the autonomous, controlled.

Ausekar, Prathibha (1996) is held a study of job satisfactory among teachers working in government and private secondary schools. He observed that Private School teachers and the govt school teachers were found to be more satisfied with factors like promotion, recognition, independence, salary, job security, work itself, job status and educational policies. Whereas teachers in private schools were more satisfied with factors like responsibility, achievement working conditions and personal life.

Anand S.P. (1997) A study of motivation for teacher effectiveness at Primary level. It is inferred that teachers working in different types of schools, differ significantly for their personal considerations have scored significantly better than their counterparts working in rural areas.

Teachers of cement schools have a far better perception of their social status as compared to the teachers working in all other type of schools. Working conditions play a determining role in the motivation of teachers with which they work at primary level it may be said that to promote teacher effectiveness at primary level. It may be said that to promote teacher effectiveness at primary level, teachers need to be provided with extrinsic motivation by creating congenir working condition for them.

Anand, S.P. (1998) A study of motivation for teacher effectiveness at Primary level. He found that state govt school teachers teaching in rural areas scored better in job satisfaction as compared to the teachers working in urban areas. It was found that teachers working in different schools differs in the perception of their social status that influences their level of job satisfaction. Teachers job satisfaction and their motivation to teach effectively in schools are both a matter of their intrinsic motivation as well as the extrinsic motivation they have in the school in which they work.

Shakuntala (1999) attempts to study the adjustment of secondary school teachers in relation to their interest in and attitude towards teaching. He found

that there was a significant and positive correlations between adjustment of secondary school teachers and their interest in and attitude towards teaching.

Pandey Manju (1999). A study of the attitude of effective and ineffective teachers towards teaching profession with reference to their age and experience. And he found that high experienced effective teachers attitude was positive towards teaching profession than low experienced infective teachers. Age of effective teacher was not a influencing factor, but young ineffective teachers had a negative attitude towards teaching.

Panda B.B. (2001) studied that attitude towards teaching profession and job satisfaction of college Teacher of Assam and Orissa. His findings are - A majority of college teachers of Assam & Orrisa have highly favourable attitude towards teaching profession. A significant percentage of college teacher of Assam and Orrissa have high or moderate degree of job satisfaction. But more than high or moderate degree of job satisfaction. But more than 40% female, experienced urban and rural college teachers of Assam and male, experienced and aided college teachers of Orissa have shown dissatisfaction in their job.

Ahulia, Usha (2002) studied the teacher job satisfaction in relation to administration style. The present study was conducted on a sample of principles and teachers of sec. schools of distt. Tehri (Uttranchal) with object to identify the various administrative style of school principals and to measure the quantum job satisfaction of teachers working in deferring administrative style of school Principals. It was found that principals administrating style differ significantly. Although the style differ yet the perception are mostly stereo-type A certain type of administration style generates high job satisfaction among the teacher which results in creating a good climate of school. Thus the entire administrative functioning permeates through every aspect of school life and reaction to it determine the quantum of satisfaction desired by teachers.

Studies Conducted In Abroad

Jenson (1951) employed the teaching of critical incidents to determine the behaviour patterns of good and poor teachers. It was indicated for instance, that effective teachers were alert, cheerful, fair and impartial. They tended to exhibit their own mistakes. They were able to stimulate pupils by their teaching techniques. They were helpful and had no disciplinary problems. They were usually sympathetic democratic and courteous. They were also generous in praise.

Lamke (1951) found that poor teachers had a lesser degree of need satisfaction than the good teachers and hence were motivated more toward security, caution and rather repressed, conservative behaviour.

Symonds (1954) observed that the superior teachers processes good and well integrated personality organization while the inferior teachers tended to be personalty disorganised.

Blum (1956) also suggested that a more comprehensive approach to the problem of job satisfaction requires that many additional factors physical, social, temperamental and personality be included for correct assessment.

Jones (1956) found that good teachers were having quickness of action and efficiency of production. They were more intelligent, sociable than poor teachers.

Ryans (1960) studied characteristics of teachers and found that high teachers were generous, emotionally stable, cheerful, intelligent, social and creative. On the other hand low teachers were restricted and critical in their appraisals of other persons. They were less intelligent, emotionally less-stable and represented older age-group.

Barr et al. (1961) through his study of good and poor teachers suggested that good teachers display more highly motivated behaviour than poor teachers.

Herberg (1966) conducted one of the most sophisticated studies in the field of work motivation on 200 accountants and engineers. He concluded that two factors are involved in work motivation the motivators and the hygiens. The motivators are the satisfier while the hygiens are the dissatisfiers. The motivators included achievement, recognition, the work itself, responsibility, advancement and growth while hygiene factors included company policies, salary, co-worker relations and supervisory style. Hygiens are pre-requisites for effective motivation but are powerless to motivate by themselves. In the absence of motivators nothing can help to motivate man to work.

Burke (1966) of the University of Michigan tested the undimensionality of the motivators and hygiene factors proposed by Herzberg. The results indicated the absence of undimensional attributes underlying both the motivators and hygiene and suggested that Herberg's two factors theory could be an oversimplified representation of job satisfaction.

Sergent (1967) investigated that the teachers of schools having open climate rated high on teacher satisfaction as well as school effectiveness as compared to those of school having closed climate.

Forehand and Gilmer (1971) argued that getting satisfaction from the work depends not only on the conditions of work but also on personality characteristics of the worker.

Probe (1971) revealed significant relationship between job satisfaction and sex, age education, teaching level, school size, length of teaching experience, length of employment in present system, further plans and some other demographic variables.

Price (1971) on studying the associationship of the sources of organizational stress in the school with the job satisfaction of teachers, concluded that low experienced, young and male teachers were less satisfied with their teaching situations.

Wiggins (1975) found that teaching level, degree earned and certification status had no statistically significant relationship to reported job satisfaction. He also noted that resource teachers reported a higher level of job satisfaction than did teachers in self-contained situation.

Olson (1975) while studying the job satisfaction of Minnesota Secondary School Office Education teacher coordinators, found that employee and job characteristics like total number of years of teaching business education, number of years of experience as an effort education teacher coordinator, age, number of year of teaching in present school and salary etc., were significantly related to the job satisfaction.

Gaventa (1975) also found a significant relationship between collegial climate (the influence of peers) and job satisfaction.

Himmelstein (1975) noted that in case of public school teachers, age, years of experience and sex of respondents indicated significant differences with younger, less experienced, and male teachers. He also observed that both in public and day schools teachers who were more committed to education as vocation were more satisfied.

Basewell (1976) while studying the teaching satisfaction of elementary school teachers in isolated rural texas countries revealed that teachers who have thirty years old or older, with three or more years teaching experience; who were married were significantly more satisfied than who were under thirty years old; those with less than three years experience, those who were reared in cities, those rented their houses and those were unmarried.

Harshberger (1976) found that the order, higher ranking tenured, more experienced professors in the smaller, older college were more satisfied and less dissatisfied than their younger, lower ranking, untenured, less experienced counterparts in the larger newer colleges.

Murphy (1976) concluded that three personality characteristics viz., surgency, high ego strength and low super ego strength affected teacher job satisfaction significantly. He also observed that satisfaction with teaching load was affected by emotional maturity (the high matured were more satisfied).

Berhraman (1977) demonstrated that perceived interpersonal relations with students, peers, and administrators were all significantly correlated with job satisfaction. He also found that teachers perceived that they got along better with their students were more satisfied with their jobs.

Perry (1977) in his study concluded that only a relatively small amount of the variation in job satisfaction could be explained in terms of difference associated with sex, age, tenure status, highest educational degree attained, years in full time appointment had been held in the current department, present academic rank, and years of administrative experience.

Aderunmu (1979) reported a significant relationship between closed climate and low morale and high disengagement of teachers.

Hackman (1977), Robertson (1987, p.56) Robbins (1982, p.228) as well as McEvoy Cascio (1985), in apparent agreement to the views, take job design and its characteristics as stronger motivating factors than even high pay, McEuoy Cascio (1985) in particular postulate that job design and characteristics can achieve other important benefits and that there is research evidence to the effect that job design does improve a variety of factors concerning the quality of work life in general. Work life encompasses like job satisfaction, employees's health, personal relation at work, absenteeism and turnover.

There is need for the employers to make jobs not only monetarily but also intrinsically or non materially rewarding. Work should be intrinsically motivating to the worker by offering challenges, demanding high sense of responsibility, giving him sense of self work arising from his contribution to society through his work. Therefore, motivating work is work that is interesting in itself, and doesn't therefore require substantial external motivation and above all makes worker feel significant in the organisation and / or society.

Kerr (1975) talking about rewards appropriately points out that rewards need not always be material and / or monetary. Kerr concurs with the researcher that for a reward to be motivating it needs not always be material and extrinsic.

Chapman & Otteman (1977) and Fulmer (1987) go beyond Kerr's contention, they in support of the view of the present study, object to the popular view that money is the best motivator and that it is the most desired reward by every worker. Chamman and Otteman cite a study undertaken at a public utility which corroborates their claim stated above. In this study one hundred and fifty employees were asked to rank their preference for rewards. Surprisingly the workers ranked extra vacation first, early retirement second, work schedule arrangements third, dental insurance forth and pension increase, last, fifth.

Whyte (1985) estimates that only 10% of the production workers in the United States respond to a financial incentive plan by producing to capacity to increase their earnings. The studies of whyte and the investigations of Abraham et al (1988) as well as the findings of chapman and Otteman point out and underscore the limitations of money as a motivator to higher and better production. These some studies and findings indicate that there may be other stronger motivator to the worker than money or material remuneration. The worker may value the team/group work in which he/she sees the only opportunity to achieve esteem and recognition, more than personal material/

monetary benefit. There may be more fulfilment for the worker in being one of the team than in trying to achieve personal monetary / material gain.

The current researcher agrees with the above mentioned scholars that material/monetary factors may not always be at the centre of the motivating process in work for excellent performance and high production. It is therefore always questionable whether money is the real motivator or something else that it (money) represents to the worker such as status, achievement, independence and recognition.

However, it is not correct to regard money as totally dispensable in motivation to the worker. There is a role that money and other material remunerations have to play in motivation of the worker but it is erroneous to regard money and other material remunerations as adequate motivators for excellent performance and high production.

Lawler (1984) rightly acknowledges that rewards are only effective as motivators if they are individualised on the worker's needs/interests. The current researcher agrees with Lawler and wishes to add that rewards can be even more effective if they are ostensibly given so as to have an impact on the non and poor performers. This way also a variable reward can kill two birds with one stone for the benefit of the leader, namely satisfying the employee's esteem and recognition of the success of the employee by the peers.

Dale (1984), realises that the older employee who sees no promotional and professional development prospects tends to lose morale and interest in his/her work. He therefore exhorts the employer to make this employee feel significant, valued and wanted in order for him/her to foster a feeling of self-worth. The researcher further advises that the manager should attempt to explore the older employee's activities, interests and satisfactions away from the job in order to fully utilise the employee's talents and skills.

Goddard (1986) sees the need to think of special techniques to motivate the modern worker by making him/her more oriented toward achieving objectives than following orders and procedures, more loyal to his/her discipline and profession than his/her employer, and to be much more concerned about quality of his/her work life and the staff fulfilling aspects of her/his job.

Goddard further recommends to the modern employer provisions of opportunities for employees input in the planning and decision making for the organisation/company.

Brown & Dovel (1988, p.355) stress the need for the manager / employer to show adequate recognition for the employee's work. The two scholars observe, like the current researcher, that no amount of monetary/material inducement can enlist high motivation exhibited in excellent performance if that inducement is not coupled with recognition of the individual's performance in an organisation.

Walter (1988) is also underscoring the major contention of the study that motivation does not only lie in the monetary and material remunerations that accrue to the job but also in the nature of the job and the way society views that job. This is why people at times prefer jobs with low remunerations but with high status to those with high remunerations but low social esteem and significance.

Payne (1990) in his research on longer term employees reveals that lack of promotional prospects is the strongest demotivational factor and it therefore becomes success backlash that destroys any sense of initiative in the employee. Payne therefore advocates the existence of availability of self development opportunities at all time for all employees.

The researcher concurs with Baron (1983) that the best way to motivate a worker is to make his/her work not only remunerative but also interesting and challenging intrinsically. The researcher however, disagrees with Baron when the latter observes that pay may lower performance particularly of work which is intrinsically interesting and meaningful. According to Baron only work that should required pay is one that is uninteresting since without it (pay) there can't be enough inducement for the worker.

To the contrary the current reseacher feels that pay combined/coupled with intrinsic interest and meaningfulness in work are the ingredients for motivation in work. While pay by itself can't fully motivate a worker, total absence of it will automatically mean no work to lack of motivation to the employee however intrinsically interesting the work/job may be. A worker should get pay for his/her work because of the need to satisfy basic material need but the same should be made to look beyond money and see the intrinsic value of his/her work.

Like the current researcher, Hunt (1986) recognises that rewards are both itrinsic and extrinsic as well as material/monetary and non monetary. Hunt rightly observes that a person background. The current researcher wishes to go beyond this observation and say that preference between material/monetary and non material/non monetary of presence between intrinsic and extrinsic vary from individual to individual, this performance depends on an individual's personal interests needs and values and therefore not all workers value material/monetary rewards to the same extent.

Research studies quoted in the foregoing paragraphs pertain to the domain of work in various fields of activity including that of teachers. In most cases the problem has been attempted in terms of self actualisation, job attitude, job satisfaction and teacher morale. The concern for researchers in the field of

industrial psychology. The phenomenon is relatively a new entry to the discipline of education. The phenomenon is relatively a new entry to the discipline of education. Again the review of studies reveals that attempts have been made to explore relationships between concepts similar to work attitudes and the demographic variables vis-a-vis various types of organisational climates obtaining in the institutions. A sizeable number of researchers have focused their attention on likings of persons for particular jobs leading to their adoption.

While looking into the research in the area of teacher effectiveness which are available in plenty, the presage input in terms of teachers motivation to work is conspicuously missing. Although teachers characteristics especially interests, attitudes and needs along with certain personality variables etc. have been attracting attention of researchers in India and abroad for quite some time, the job characteristics and work environment vis-a-vis their impact on pupil likings and achievement have rarely been a subject of investigation in India. Since some of the researches lack generallizability, there is need to develop research base so as to have workable policy formulations which are required, if management aspects in education are to be strengthened.